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The Philosophy of Testing

C. C. TRILLINGHAM

The Teacher and the Office

JAMES BINNEY

Playing Boswell to E. C. Hartwell

GARRY CLEVELAND MYERS

A Plan for Multiplying Classroom Efficiency

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Table of Contents

FEBRUARY 20, 1933

EDITORIALS:—
Social Consciousness 89
Grist Will Be Ground 89
Five Schools in Four Years 89
Retirement at Fifty-nine 90
Next Great Industry 90
Birmingham Honors Parker 90
Twelve Years Plus Six 90

THE PHILOSOPHY OF TESTING 91
By C. C. Trillingham

THE TEACHER AND THE OFFICE 93
By James Binney

THE UNFORTUNATE NECESSITIES 94
By Barton Morgan

PLAYING BOSWELL TO E. C. HARTWELL 95
By Garry Cleveland Myers

MULTIPLYING CLASSROOM EFFICIENCY 96
By Sidney G. Firman

HIGH SCHOOL SUPERVISION 97
By W. C. Reavis

THE SCHOOL FORUM 98
By S. Monroe Graves

BOOK TABLE 100

THE NEWS DIGEST 101

GRINS BETWEEN GRINDS 105

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Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

Thought and Action

Professor Trillingham's article on "The Philosophy of Testing" brings us valuable after-thoughts. The author believes tests may easily be overrated, yet they hold an important place. Read and agree or disagree. But read and think.

•

Teachers often mutter and sputter — more or less privately — over interruptions of their classroom labors by messages and requests from the office. How many of these are necessary? Under the caption, "The Teacher and the Office," James Binney urges a better mutual understanding between those who direct and those who teach.

•

Buffalo's Hartwell is one of America's foremost superintendents. Readers will be grateful to Dr. Myers for having "Boswelled" the Buffalonian. This brief interview bristles with ideas. Or, more accurately — with thoughts and seasoned opinions.

•

Sidney Firman, of Uniontown, has been thinking and experimenting with a method of putting more minutes in the teacher's day without adding any minutes at either end. The teacher of the one-room school is the object of his special concern in this matter. But there's no monopoly on the suggestion given for "Multiplying Classroom Efficiency."

•

Barton Morgan's article "The Teacher's Place in the Sun," in our issue of January 16, drew several requests for the privilege of reprinting. This time he contributes a brief but pithy script, "The Unfortunate Necessities."

•

How much help is wanted by the secondary school teacher from his or her principal? Professor W. C. Reavis, of University of Chicago, answers, in "High School Supervision."

•

Around a nearby corner are two specially worthwhile articles for Journal readers: "Ducks and Drakes — and Education," by an observer outside the schools; and "Problems of Mental Health," by Dr. F. L. Patry, of the New York Department of Education.

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JOURNAL OF EDUCATION

Editorials

Social Consciousness

EDUCATORS are unquestionably becoming more acutely aware of their relations with the social order which envelops and includes them. Everywhere the question is asked: "What are the schools doing to promote the general good?" The inquiry is beneficial if it leads the public to conclude that the schools are vital and invaluable, and if, at the same time, it leads schoolmen themselves to discover points at which education's service to the community can be improved and increased.

Schooling that aims to confer special advantages upon the individual student, so that he may ride on top of the coach, as Edward Bellamy once wrote, has no just claim upon the public pocketbook. Such schooling may, to be sure, have an incidental by-product of social usefulness, in that it produces trained minds, some of which are sure to function for the general welfare.

Modern schooling that is worthy of the name is directed at producing a higher social level and a better social order.

Count it not utter loss, therefore, that the authorities of public education in the United States have been obliged by distressing circumstances to re-assess their institutions in the light of social needs. Children and youth can never be given the proper social attitude and sense of obligation toward their fellow citizens by teachers who are not themselves alive to such obligations. Anything that tends to clarify the thought of the teaching profession by making it more fully alert to its relations with the social group, must eventually work out for better social standards in the lives of graduates.

• • •

Grist Will Be Ground

THIS year's meeting of the Department of Superintendence will have to make up in earnestness and constructive deliberation for what it may lack in numbers. Even the somewhat central situation of Minneapolis and the resultant saving in average transportation costs of money and time, will not insure a record-breaking attendance in the present year of disgrace, speaking economically.

Educators have been *speaking economically* for so long now that it is the prevailing habit. Possibly there is more to be said on the point of school economy than has yet been said, but probably the new thoughts waiting to be contributed are few and far between. The greatest value of the forthcoming assemblage in the Flour City will arise from the ability of the spokesmen and leaders of education to demonstrate clear vision for the schools, aims unclouded by temporary fogs, plans that are so clean cut and so thoroughly fitted to modern needs as to be worth striving and, if need be, fighting for.

After-effects of these February meetings throughout the whole nation and, most of all, the section where they are held, are always salutary. Schooling goes forward with fresh zeal and better understanding of its proper goals and procedures. A foreglance at the program discloses the likelihood that Minneapolis will be no exception to this universal rule. There should be fewer distractions from the main business than has been the case in some other cities. And a larger percentage of those who attend will be there at their own expense and their own desire to extract all the benefits obtainable.

Old-timers who succeed in reaching Minneapolis won't see so many of their friends as formerly. But they will have a little longer visit with those they do see. And those who stay at home will be listening for the echoes of good things said and done.

• • •

Five Schools in Four Years

A MIDWESTERN city of 81,000 which has substantially improved the housing of its schools during the past four years, is St. Joseph, Missouri.

The system of public education, under the direction of Superintendent F. H. Barbee during this same four-year period, has grown to something quite impressive for a city of less than 100,000 population; impressive, in fact, even for a much larger community. The $2,180,000 program just rounded out with the completion of a $650,000 senior high school, included also four elementary schools. St. Joseph now has a junior college, three senior high schools, four junior high schools, a colored high school, and twenty-five elementary schools. The four newest elementary schools are of platoon type, as are five other schools in the city.

The citizens of St. Joseph have no intention of denying the depression child his right to a better educational opportunity than the child of ordinary times has had.

Superintendent Barbee, just re-elected for a

two-year term, will fittingly carry forward the traditions and ideals of this enterprising Missouri centre.

• • •

Retirement at Fifty-nine

AFTER forty years of exemplary educational service as teacher, principal and district superintendent of the city of New York, Dr. Arthur C. Perry voluntarily laid aside his position. He is only fifty-nine, but he believes strongly in quitting before one begins to slip or to slow down.

In a farewell letter Dr. Perry wrote:—

"If it were to become the tradition and practice in our schools for those who are eligible for retirement to make way for others, even though less experienced, the whole system would, in my judgment, be invigorated to the benefit alike of teachers and pupils. . . . Voluntary retirement may also have distinct advantages for the individual. He should regard it, not as an occasion for lamentation, but as a privilege and an opportunity to avoid the danger of remaining too long in service. He may still be fully able to meet the demands of his position, yet a slowing-up time is bound to come and when it does he is likely to be the last person to realize the fact. He does well, then, while he is reasonably sure of himself, to tranfer his energy to some less exacting pursuit or to some worthwhile avocation—perhaps to a life of intelligent leisure. But not idleness. In the words of Wu Wing Fu, Chinese philosopher,

"'Idleness is contemptible
when it has no goals—

"'But when impregnated
with value it is called leisure
and as such is esteemed even
by the sage.'"

Dr. Perry has lectured on school administration during the past fifteen years, at New York University. What with these lectures, his activities in the management of New York City's schools, and the writing of a half-dozen books, he has left an indelible imprint upon American education.

• • •

Next Great Industry

BARELY two months have passed since Rutgers University announced a home correspondence course in the budding young science of air conditioning. Yet one-third of the States and Canada are already represented in the enrollment. The course, which is given under the University Extension Division of Rutgers—the state university of New Jersey—has attracted students from many fields of enterprise—business executives, engineers, professors, and others.

All of which is a straw to show that the wind is blowing in the direction of a controlled atmosphere. Air conditioning has been hailed by business prophets as the big industry of tomorrow. They have estimated its potential market at five billion dollars. Every public building and every home will eventually be approached by salesmen who will endeavor to install an apparatus designed to supply hot air, cold air, moist air, dry air, clean air—the very kind of air which the purchaser may require at any moment of any day or night. Clearly here are large possibilities.

Air conditioning is no more a fanciful dream than would have been, back in the 1890's, a picturing of our automobile-filled highways as they are today. And it is through such discovery of latent wants that our economic order will be in any degree protected from technological unemployment.

Whether the new economic order is to be controlled or non-controlled, an expanding demand for goods would seem to be one of its essential features. And education will be on the job to teach skills and information needed.

• • •

Birmingham Honors Parker

LONG have we known and greatly admired A. H. Parker, whose forty-five years of extraordinary service to the public schools of Birmingham, Alabama, were lately recognized in fitting fashion.

Birmingham's Industrial High School for Negroes has grown, under Parker's leadership, from a registration of eighteen students to a present enrollment of 2,730 with a teaching force of 73. Mid-year graduation exercises, the other day at this school, were marked by a glowing appreciation of Parker as a principal, pioneer, citizen and man, voiced by Superintendent C. B. Glenn, and by presentation to the surprised principal of a check for $100, a gift from the school board to defray the expenses of a trip to the Minneapolis meeting.

Principal Parker recovered sufficiently from his astonishment to permit a suitable response to this tribute. Superintendent Glenn had wanted the Board to make some gesture publicly to show the colored folk of Birmingham how highly Parker was esteemed. It was a happy thought most happily conveyed.

• • •

Twelve Years Plus Six

RE-ELECTED for the third six-year term, J. Herbert Kelley will continue to guide the Pennsylvania State Education Association on its well-steered course, and to edit the Pennsylvania School Journal, one of the most attractive and all-ways creditable state magazines in the country.

Mr. Kelley's re-election is a compliment not only to this editor-secretary-leader himself, but to the good judgment of the executive council which thus picked him to be his own successor.

The Philosophy of Testing

By C. C. TRILLINGHAM

University of Southern California, Los Angeles

IT IS doubtful if there is any other administrative device used in secondary schools today which is as basic and as fundamental as the testing program. It underlies homogeneous grouping; it is the key to much of our guidance work; it is a primary basis for the personal pupil interview; its results are vital to individual adjustment; and it makes possible the most fruitful supervised study, and the most effective remedial teaching.

Incidental testing and examining has always been done by the classroom teacher, and it is of great significance, but the scientific testing program of today is supervised by a trained expert who co-operates with the entire teaching staff. With such a powerful and important device in the hands of educators, it is highly necessary that its utilization be the outgrowth of a sound educational philosophy for serving individual boys and girls in a democracy.

In 1931 the author held personal interviews with the principals of twenty-five junior high schools in Los Angeles County, California, sixteen of which are in the Los Angeles city school system.

Along with the consideration of other administrative devices used for the promotion of scholarship, special attention was given to the use of the testing program and its underlying philosophy. Information was sought concerning the effect of the testing program upon scholarship, and the pupil and teacher reaction to the testing program. Although all twenty-five of the schools studied made wide use of the testing program, but ten of them ranked it among their three most important devices for stimulating scholarship. The subjective expressions of the principals are given below, under three headings:—

"Some teachers teach for tests. They lose sight of their responsibilities to pupils in developing proper attitudes and emotions essential to good citizenship. Qualities of character are seldom measured in tests."

* * * * *

"Success in life is determined as much by proper attitudes, and by good character and personality traits as by mental ability and subject matter achievement."

1. *Effect of the testing program upon scholarship.*—The testing program has made it possible to group pupils of similar working speeds, and to administer remedial teaching wherein they are found to be deficient. Department and achievement tests given pupils from time to time indicate their improvement.

The testing program makes it possible to compare norms of city schools, to check up on the work of individual teachers, to do special follow-up work with certificate pupils, and to recommend changes in pupils' individual programs. It has stimulated teachers to do their best work with pupils, and to apply more individualized instruction. One of its biggest advantages is that it places responsibility upon the teacher for necessary remedial work, and for general classroom results.

Achievement test results make teachers more careful in assigning their marks. Test results are the basis for the classification of pupils. Such information is also needed when transfers are made, and for reference work in general.

Testing prevents failure. It should enable the teacher to bring the child from where he is to where he ought to be. Testing shows where the child is, and it measures the progress he makes in any given time. Under such conditions there should be no failure. The teachers are solely responsible for failure, provided the administration gives them leeway to teach as they should.

Testing locates teaching troubles, and points the way to improvement. It reveals weakness or strength in the individual pupil, in the class, and in the teacher.

2. *Pupil reaction to the testing program.*—The testing program appeals to pupils in a variety of manners. The retarded often dislike it, the normal consider it a part of their regular work, while the bright ones seem to enjoy it. Pupils realize that such test results are unbiased. They also enjoy self-competition. They desire to elevate their own marks. Many of them study more in order to get better test results. There are occasions, however, when the pupil with little ambition will be contented with being in a lower group. Therefore, he does not do his best work in tests, so that he may be with friends, or that he may do less work.

If the school uses tests for the pupils' good, they will appreciate them. If they are used against

the pupils, they will dislike them. It is largely a matter of point of view. Tests certainly show fairly well what pupils can do, so that their programs may be regulated accordingly.

•

3. *Teacher reaction to the testing program.*—Tests have caused teachers to realize that certain amounts of work must be covered from time to time. Since they reveal teacher weaknesses, teachers have become more wide awake and alert.

Tests reveal how much pupils should be able to learn. Formerly teachers asked too much of some pupils, and too little of others. Hence tests make for better understanding between teachers and pupils, because content requirements are more fair.

There are unwise teachers who use test results to humiliate children. Others use them to improve their teaching. Testing alone has little value. Improved teaching should result from proper testing.

Oftentimes teachers assume fatalistic attitudes toward test results. They should be brought to realize that a test result is but one of many factors, and that it is not always accurate. A test result, whether it be mental or achievement, should never hold back a child.

There are teachers who want to promote pupils who show great achievement, to the extent of removing them from their social groups, when instead such pupils should perhaps be given more enriched programs of work.

Teachers frequently allow the whole testing program to assume a mechanical trend. They lose sight of the individual. The teacher should use the test result as a professional device for improving the work of the child and herself.

Some teachers allow bright pupils to get superior ideas of themselves, while the slower pupils are permitted to get "the blues." Effective follow-up work should prevent such cases. Teachers sometimes call certain pupils "dumb-bells." This can have only a bad effect.

Some teachers teach for tests. They lose sight of their responsibilities to pupils in developing proper attitudes and emotions essential to good citizenship. Qualities of character are seldom measured in tests.

•

From the above reactions of the principals interviewed, it is apparent that the testing program has an important contribution to make. Intelligence and achievement test results are being utilized in numerous ways to improve actual classroom instruction, to assist in classification and program adjustment, and for other administrative procedures.

It is evident, however, that the acute problems which accompany the use of the testing program centre about the teacher's application of it. Too many teachers are either unaware of the purpose of this valuable device, or do not possess a wholesome philosophy necessary for its proper use. In either event, it is the responsibility of the principal to set them right, and to be ever alert to eliminate and to avoid possible dangers. In order to supervise this phase of his work adequately, the principal must himself be guided by a sane educational philosophy.

•

Our testing philosophy. — The testing program should help the good teacher to better understand and appreciate the individual pupil. With the proper philosophy, she becomes more friendly and sympathetic. She will try to keep the slow pupil from becoming discouraged, and the bright pupil from becoming bored. She must brighten up the work of the dull; she must extend and challenge the superior capacities of the bright. She will require results from all in proportion to their abilities. The good teacher will recognize that the test result or the pupil's ability is not the sole factor to be considered. She will take each child, and endeavor to show him how to enjoy life more fully. She will appeal to his interests, develop his talents, guide his habits, and mould his character, and will teach him such knowledge and skills as he is capable of mastering. She is his friend and counselor. Such is the master teacher. Her philosophy of life and of education are perhaps the most significant factors.

•

Finally, it must be concluded that tests are important instruments for measuring mental abilities, achievement in subject matter, and quality of instruction. But the test has its limitations. It is only a device, and hence should be kept in its proper place. Boys and girls need not give up hope because they fail to meet certain standards of subject matter requirement.

Success in life is determined as much by proper attitudes, and by good character and personality traits as by mental ability and subject matter achievement. In the world about us there are hundreds of men and women who are successes in life, not because of special ability or knowledge, but rather because of strength of character, commonsense, determination and drive. On a variety of mental levels perhaps, they are doing their various tasks well, and they are enjoying life. Regardless of ability or achievement, the hope of worthy living should be held out for every boy and girl. No group of test results should be allowed to contribute to or cause his failure. It is the supreme obligation and the sublime opportunity of the principal and the teacher, through the testing program, to see that each boy and girl gets a square deal.

The Teacher and the Office

By JAMES BINNEY
Reynoldsville, Pennsylvania

AN article appeared in a teachers' magazine recently which proved to be both meaningful and amusing. In it a worried teacher described her attempt to conduct a class which was constantly interrupted by demands from the office. She had no more than started when a boy turned up with a note, reminding her that plan books were due at 4 o'clock. A few minutes later a messenger came for health cards. This sort of thing kept up until, in despair, she turned the class time into a period for study.

This suggests a difficulty—have teachers and administrative officers in modern schools drifted so far apart that they no longer fully understand each other? Is it not true that many classroom teachers are puzzled over the large numbers of reports which are called for? The teacher whose experience is described above had a real cause for complaint. Her efficiency was lessened by the demands made upon her, and, what is more important, her willingness to co-operate was threatened by the fact that she resented doing things which she did not understand.

•

It is not exaggeration to say that a large number of teachers hold the view that their business is to teach. It is also true that red tape imposes a burden upon those who instruct. Almost every superintendent and principal is aware of the fact that a certain percentage of every faculty will not take reports seriously.

As is the case always, there is much to be said for each side. The arguments should be apparent enough to need no review here. Nevertheless, the problem need not be too difficult; its solution rests upon mutual understanding. It is strange but true that the various workers in our schools are often ignorant of each other's problems.

In modern school systems we have teachers of history, science, mathematics, language, etc. To a greater extent than formerly we do not have teachers of school. The superintendents and principals on the other hand are "of the school." The teachers are trained to present the facts and principles of an academic subject; their interest is in the children and what they can teach them. The administrative officers are trained to manage and direct; their interest in both teachers and pupils is in the latter's membership in the school as a whole. consequently the administrative attention is frequently focused upon the mechanics of organization; the teachers are occupied with details of classroom instruction and the individual woes of John and Jane. As a result of what seems to be an unfortunate duality of purpose administration and instruction are sometimes at odds. When teachers are asked to give some attention to reports and investigations, they tend to wonder just why such things are necessary. Superintendents and principals wonder, perhaps, why teachers are so stubborn about the matter of tabulating a few figures. This may be due to the complexity of the modern school system, or more probably to the fact that so few school workers realize that their business is complex.

Let us suppose that a certain teacher is a member of a faculty numbering one-hundred men and women. She is a graduate of a college which has prepared all prospective teachers alike. The methods which she uses would be the same if she were a member of a faculty of five. She has learned to instruct students in French; the training she has received has been intended to fit her for classroom duty. The educational world, for many teachers, is largely bounded by the four walls of a schoolroom. It doesn't mean a great deal to our French teacher that there are ninety-nine other teachers in the building, or that there are three-thousand students other than the ones she meets personally.

•

Is it strange, then, that to teachers the office seems to be a rather foreign place from which come instructions, demands for reports, and other forms of "red tape"? Should not superintendents give some thought to the fact that the teachers' view of the school system is necessarily narrower than his own? Teachers should remember that their work is a part of a whole. Nevertheless, it is much easier for teachers to misunderstand the superintendent than for the superintendent to misunderstand teachers.

A simple example will make the meaning of this article more apparent. A group of teachers were asked to give an intelligence test. The superintendent gave detailed instructions for conducting the class during the testing, and the teachers were given practice in correcting and scoring papers. It was taken for granted that the faculty knew why the test was being given. As the meeting broke up criticism followed from those whose knowledge of testing was limited, and from those whose faith in such tests was not great.

"I don't believe in intelligence tests. It's not right to classify a person, and assume that he cannot rise out of his class."

"I took a class under Dr. Blake

at the U. He says the value of such tests hasn't been proved."

"Why should we correct the papers? What do they have clerks for if they don't use them?"

"Why give a test? Class grades never follow I. Q.'s anyway."

"I signed a contract to teach chemistry. Why waste my time on work a clerk could do just as well as I can?"

Almost every school worker has heard statements such as those quoted above. All of them are in a measure unfair, although their logic seems reasonable. For example, the superintendent is not implying that the value of intelligence tests has been proved definitely; he is merely using the tests for what they may be worth. Usually, there is a purpose behind such testing. The scores may or may not be used for homogeneous grouping, or they may be intended to serve as a check against individual accomplishment. There are, of course, other uses of such tests.

Why don't the clerks correct the papers? If it takes each teacher an hour to correct a set, one-hundred sets will represent one-hundred hours of work. One clerk would require twelve days to complete the work, and there is no one who can be spared for that length of time. This is quite simple in explanation, but is not always apparent to all teachers.

Almost all misunderstandings between superintendents and teachers come from the fact that each does not completely understand the functions and limitations of the other's work. Perhaps, as many educators contend, the teacher does not need any comprehension of the administrative side of school work, but this is questionable. Anything which will lead to greater harmony in the school system should be welcome as contributing to the greater happiness and efficiency of all. Understanding leads to the highest type of morale.

Part of the teacher's job should be to understand the school as a whole. The superintendent might in turn assist the faculty to better appreciate his work and problems. If this were done successfully, the teacher whom we quoted in the first paragraph might not find the office such a bothersome affair, and the superintendent might not have to puzzle over so much apparent stubbornness.

What are the teachers' answers to the following questions:—

1. Should the superintendent take an active part in disciplining a building over which there is a principal?
2. Is the superintendent justified in spending two hours a day reading educational magazines and reports?
3. Should the superintendent keep open house, or should his office be difficult of access?
4. Should the superintendent visit classrooms if it means time taken from his study of the school's budget?
5. Is the superintendent loafing when he gossips half-an-hour each morning with the reporter from the local newspaper?

Each of the questions is debatable, but many educators would answer in this manner: 1, No; 2, Yes; 3, Office should be difficult of access; 4, No; 5, No. There are reasons for each answer which your superintendent could give.

Perhaps there are questions relating to the teacher which we might like to have superintendents answer.

The Unfortunate Necessities

By BARTON MORGAN

State Agricultural College, Ames, Iowa

Here is an old story our fathers used to tell: "Once some men planned to go fishing. While they were packing their tent, tackle and other equipment into their wagon, they sent one of their number down town to buy provisions. He spent seventeen dollars for beer and two and a half dollars for food. When he returned to his companions he was severely criticized. They exclaimed with one accord: 'What did you spend so much for food for?'"

There is a modern sequel to this old story. It runs something like this: "Rich Man, Poor Man, Beggar Man, and All Men desire to angle for the biggest blessings which may be enjoyed by mankind. While they are gathering together their personal equipment, they send Demos for the provisions which are to sustain them. Demos spends seventeen billion dollars for luxuries and two and a half billion dollars for education. When he reports what he has done, many are they who from the crowd cry out: 'What did you spend so much for education for?'"

The moral to these two stories is that luxuries fare better in the hands of the people than the necessities. People kick on the price of bread, but not on the price of beer. They kick on the price of education, but not on the price of tobacco. It appears that Robert Louis Stevenson was right when he said: "We do not live for the necessities of life; in reality no one cares . . . for them. What we live for is the superfluities."

Perhaps we should advertise education as a luxury. We all agree that it is a necessity, but is it not also a luxury, the greatest luxury of them all?

Playing Boswell to E. C. Hartwell

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

EVERY now and then I run across E. C. Hartwell, the genial superintendent of schools of the city of Buffalo.

Lately I had the privilege of bumping elbows with him on a bus, and of enjoying his company while waiting at a railroad station for a train.

Whereas I used to be very uncomfortable in the presence of big school superintendents, since I seldom knew what to say, I have in recent years gradually recovered from this fear. Of course, I have not yet gained much facility of speech; but I have discovered ways to feel more nearly comfortable; discovered that one does not need to talk much; that it is possible to feel at ease in silence; discovered that those who really have something to say, rather like to say it in the presence of an eager auditor; discovered that by courteous listening one may encourage genius to become more eloquent; and that it does not require unusual ability to ask a question now and then to keep good things coming forth. Incidentally I recommend this technique to my fellow timid souls as a means of escaping fear, otherwise very painful, and of acquiring a good deal of useful wisdom.

Not gifted with good verbal memory, I shall hardly be able to pass on the exact words which I heard from Superintendent Hartwell. I may, indeed, inaccurately represent what I really heard him say. Nevertheless, I know he will forgive my errors and believe my motives were the best. Here I go:—

"We have heard so often that what public education needs is more of the efficient methods of good business. But business in the past several years has hardly proved a marked success. There is no business enterprise in which the dollar invested does more completely what it is supposed to do than in the school. There is no other field in which the public funds are so wisely and unselfishly expended. Although the matters of equipment and supplies need the so-called business methods, they are but a small portion of the big job of public education."

"While I recognize the value of the expert trained in the best of scientific methods, I expect the man or woman who is to be a principal in the schools of Buffalo to be first of all a superior teacher of first-hand experience with classroom problems as a teacher meets them. You cannot build up high morale among teachers by putting over them a person who does not have a very intimate understanding of the teacher-pupil day by day experience. When we can find in one person academic expertness together with a richness of classroom experience, we have, of course, a wholesome combination. But academic training and degrees alone are not enough."

"In teacher training we have not sufficiently stressed a most essential factor—personality development of the prospective teacher. Oftentimes the timid student under the strain of severe inspection and criticism has been branded early as hopeless. That person may have qualities of character and inherent hidden attributes very promising if given the opportunity for growth. What the teacher-training college needs more strongly to emphasize is personal charm, ways and means of cultivating more attractive speech and dress and person. Yes, personality courses, if you please."

"I grow weary of all this talk about the danger of repression and restraint, and the fear of letting children learn the meaning of work. Of course children learn best when they are interested, but in life there frequently arrive times for every one when there are things at hand to do which are not overwhelmingly alluring. The test of character, then, is the spirit with which that job is attacked. Whether it will be done with a will or avoided for the want of will is going to depend upon how well good habits of work have been established. We need to teach at home and at school the good old-fashioned virtue of a will to work, and to work when work is hard."

Here, as I listened, I recalled an excellent address which I had heard a few days earlier, before the State Parent Teacher Association convention at Huntington, West Virginia, by Superintendent Fred L. Teal, of the public schools of Charleston, in which he dwelt very effectively on the need of training children at home and school in good habits of hard work—a virtue which has almost wholly been ignored in our modern educational philosophy.

Here my tongue loosened a little, and my fears subsided when I let Superintendent Hartwell know of my convictions about the dangers of the doctrine which for a number of years has been eloquently proclaimed by most of my fellow "parent educators," and very widely believed, that restraints are not essential to child training in the home, that little children should be allowed to do about as they please, with the hope that by and by they can be moulded into doing right entirely by reason. I let him know that I believe restraints are very essential in the early years of the child, and that the school could be much more effective if children long before entering school had learned some basic inhibitions necessary

(Continued on Page 99)

Multiplying Classroom Efficiency

By SIDNEY G. FIRMAN

Uniontown, Pennsylvania

I DO not intend to add a word to all that has been said and written about the lack of educational opportunities for pupils in rural schools except to point out that there is no possible solution of the problem unless some way is found for providing additional time for teaching and for applying what is taught. The truth of that is so obvious that the case appears hopeless, since there are only twenty-four hours in a day; but the case is not as hopeless as it appears on the face of it.

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The time was when there was one weaver for every loom in the textile mills of New England. When looms were improved and made more nearly automatic, it was found that one weaver could tend two looms, and a saving of fifty per cent. could thus be made in the cost of labor. Now one weaver tends three looms, and, in some cases, even four. It is a killing pace for the weavers, but it is saving some of the manufacturers from bankruptcy.

While the textile industry has thus been learning efficiency; and has often been guilty of carrying it too far, it is strange that educators have failed to learn some of the efficiency that industry might have taught them.

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Why, for example, should the teacher of a rural school follow the wasteful practice of having a separate period for each class in silent reading? If a New England weaver can keep three looms working at the same time, a teacher should be efficient enough to carry on three classes in silent reading at the same time. If one period in three were devoted to tests and remedial work, the plan would present no special difficulties.

"While the textile industry has been learning efficiency, and has often been guilty of carrying it too far, it is strange that educators have failed to learn some of the efficiency that industry might have taught them. Why, for example, should the teacher of a rural school follow the wasteful practice of having a separate period for each class in silent reading? If one period in three were devoted to tests and remedial work, the plan would present no special difficulties."

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I have recently worked out a plan for providing for individual differences of pupils horizontally, which is being tried out in a few schools at the present time. That plan makes it possible to save a great amount of time for the teacher and the pupils. It is intended for use in all classes in elementary schools, but nowhere else does it bring such relief as to the rural schools. It revolutionizes the work there, and takes away most of the handicap from the pupils in such schools.

The plan provides a new technique to take the place of the traditional recitation practice. The teacher teaches a topic and then gives a group-assignment to enable the pupils to apply what has been taught. This group-assignment should not be confused with the "contract" of the Dalton Plan or other individual instruction plans.

The group-assignment contains a group of assignments on the topic that has been taught to provide for its application on three levels of difficulty. In that way genuine provision is made for individual differences. Each group assignment also contains reviews needed to help the pupils retain skills already acquired. In fact, all of the work of a term is included in the group-assignments, instead of being taught as so many pages in the textbook.

It takes a class from two to four days to complete a group-assignment. While the pupils are working on it, the teacher is free to have another teaching period at the same time for another class in the same subject. For example, the second and third year arithmetic classes could use the same period, and the fourth, fifth and sixth-year arithmetic classes could all have another period.

The same arrangement could be carried through all subjects, since the wasteful recitation practice could be done away with and the classroom made a workshop for the pupils. A five-and-one-half-hour day would provide periods of reasonable length for all classes in rural schools.

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As already stated, the application of everything that is taught is on three levels of difficulty, with different goals for pupils with different ability. The easiest assignment in each group contains the essential application of what has been taught, and most of the duller pupils will be able to complete that and the review

exercises. As soon as the brighter pupils complete the whole group-assignment, the work of the class on that assignment stops, and the pupils are rated on an ability-group basis instead of a class basis. A pupil's rating will be determined by deciding what is a reasonable accomplishment for one of his ability, which is a radical departure from measuring the work of all pupils by a common standard.

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A group-assignment in geography or history might be graded as follows:—

Lowest level of difficulty— Easy factual information.

Second level of difficulty— Graphic representation and more difficult factual information.

Highest level of difficulty— Information requiring thought and judgment and wider reading.

The following might be used as a group-assignment on the New England States:—

Lowest level of difficulty—

1. The location of each state with regard to other states.
2. Its most important physical features.
3. Its chief natural resources.
4. The climate.
5. The people.
6. The leading occupations.
7. Means of communication and transportation.
8. Important cities, with reasons for importance.

Second level of difficulty—

Filling in an outline map of the states and locating some of the following:—

1. Mountains, rivers, railroads.
2. Important cities, including seaports.
3. Mines, quarries and industrial centres.
4. Points of historic interest.
5. Making an original workbook.

Highest level of difficulty —

1. How does agriculture in Maine differ from that in Texas? Why are they different?
2. How does sugar-making in Vermont differ from that in Colorado? Tell about sugar-making in Vermont.
3. How do the industries of New England differ from those in California? Why are they different?
4. Why does Massachusetts have more commerce than Vermont?

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Providing more time for classes in rural schools will not make up for poorly qualified teachers and lack of proper equipment, but it will afford a large measure of relief, and it is also true that any solution of the rural school problem must include additional time for classes.

High School Supervision

By W. C. REAVIS

Professor of Education, University of Chicago

IN planning a program of supervision for a secondary school the principal should not neglect the desires of members of his teaching staff for supervisory assistance. Data collected from 963 teachers in thirty-three secondary schools show that 22 per cent, of the teachers desired to observe the work of superior teachers, 19 per cent. wanted assistance in the diagnosis of deficiencies in teaching and suggestions with respect to remedies, 14 per cent. desired frequent personal conferences regarding their work, 10 per cent. wanted factual data regarding scientific experiments carried on in their respective fields of work, 10 per cent. wanted commendation for work considered better than average, 8 per cent. considered frequent demonstration teaching desirable, 6 per cent. required assistance in the management of problem pupils, 6 per cent. desired aid in the construction of tests, and 4 per cent desired assistance in the preparation of lesson plans.

Sixty-six per cent. of this group of teachers indicated that the supervision received by them from their principals was helpful, 23 per cent. unhelpful, and 11 per cent. did not specify whether it was helpful or unhelpful.

The self-recognized needs of teachers for supervision should point the way of the principals to the development of constructive programs of supervision. The first task of the principal is to discover through systematic visitation whether the needs of his teachers are actually those which they have recognized. Second, he must develop criteria for use in supervision that the teachers will understand and duly appreciate. Third, he must provide for systematic conference with his teachers both individually and in departmental groups as a means of specific training. Fourth, he must seek to provide incentives that will enlist the interests of the teachers in the professional improvements sought through supervision.

Although the development of a program of improvement in secondary-school instruction through supervision is the direct responsibility of the principal, the superintendent must accept responsibility for creating the conditions which will make efficient supervision on the part of the principal possible.

THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

Schoolman's Task a Growing One

THE school man has a bigger task than ever before. He must not only judge—say "yes" or say "no," but he must judge discriminatingly. He must examine, analyze, put together, separate, select, and finally adjudicate in terms of related conditions, affected influences, ultimate visions. His work is the work of a real giant—a man who rises, overtops his fellows; one who ceases to belong to himself and becomes the property of the world.

No longer may he make decisions in terms of his own likes or dislikes. He must become impersonal, dispassionate, firm in his convictions for the right. He must be both courageous and subtle in meeting hypocrisy, in controverting insinuating attacks upon childhood's rightful heritage. As a man, he has learned to defend, even unto death, the sanctity of the American home and American childhood within that home. So now again as a man—a school executive—he must fight through to defend the right of that same American childhood to an unhampered education, an education free to all, an education liberal in its interpretation of life, loyal in its human fellowship, rich in its practical applications, abundant in its literature, its history, its science, and its art.

To accomplish all this in the most effective manner, the school executive needs as perhaps rarely before, the keenest insight, the staunchest character, the most healthy courage. Education will continue to need new buildings, additional teachers, more books and supplies, new playgrounds, and new equipment. The public will be willing to provide these necessities, but the public, almost like an individual, must be convinced that necessities are necessities. Having this conviction, the public will go hand in hand with the school executives as they plan the year's work and even as they outline new educational programs necessitated by the demands of a changing civilization.

Question.—When the tidal urge for even more economy in education strikes harder, what item or items will the school executive consider for further retrenchment?

Answer.—The inanimate phases of the school program, of course, will be considered first. "But what are really inanimate phases?" someone may ask. "Are they books and pupils' supplies?" The answer given to this second question depends upon at least two factors—one of which is the attitude of the school executive himself toward textbooks and supplies, and the other is the attitude of the book publisher or the book supply dealer in reference to the entire school program. If the dealer thinks only of his own product, his voice will not carry very far. If, on the other hand, he has sufficient vision to see the need for supporting a reasonable school program in its entirety, he will promote his own well-being as also that of his neighbor. The school executive is already livingly conscious of the importance of an adequate supply of books and supplies in order to run the schools efficiently. His attitude, however, perhaps needs crystallization into definite, positive statements of the real need for books and supplies. Inanimate such things may be, but when transmuted into living educational programs for boys and girls, they become part and parcel of real, pulsating lives. The retrenchment certainly should not come too heavily here.

Question.—To what extent, if any, shall the schools be compromised in order to secure economic retrenchment in other governmental departments, either local or state?

Answer.—The schools should not be compromised at all for this purpose. If a committee or board suggests that there be reductions for the schools, it is only good government to make a counter suggestion that the reductions for the schools, whether for salaries or upkeep, shall be considered only on the special merits of the case and in relation to the entire municipal program. The interests of the employees in one department merit as careful consideration as do the interests of the employees of all departments. If the morale of any department be lowered, the efficiency of that department is lessened. If the teachers suffer the schools suffer, the children suffer. Publicity should protect the educational birthright of the American youth. Democracy never will thrive through ignorance.

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

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Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Playing Boswell to Hartwell

(Continued from Page 95)

to good citizenship. I wish I were able to quote Superintendent Hartwell on this subject. He expressed the need of teaching early restraints in the home in a way far more forceful than I ever could.

"A lot of this objection to teaching inhibitions is mere foolishness. It sounds well, but it won't work. By and by we shall wake up and be more sensible."

But when the subject of the modern youth, the high school boy and girl, came up, Superintendent Hartwell vigorously flew to youth's defence.

"I'm optimistic about our high school boys and girls. They were never finer than they are today. It's the oldsters about whom I am pessimistic. When our boys and girls graduate from high school their ideals are often far higher than the ideals of those for whom they go to work. What a moral jolt must come to many of them on discovering the lack of integrity of the kind which they had hoped to find on leaving school. Made to believe promotion is awaiting them and that good opportunities are just ahead, these trustful adolescents are sometimes disillusioned at discovering that the promise was a "business" trick. There's great hope in the ideals and integrity of youth. What is most discouraging is the lack of character in the oldsters. We can hope to improve the level of social ethics if those adults who still have a few sparks left of idealism and self-control will set out to acquire a higher level of personal righteousness. Let us not charge youth with the delinquencies of grown-ups."

BOOK TABLE

LA BELLE NEVERNAISE ET AUTRES CONTES. By Alphonse Daudet. Edited for school use by Ruth Hendrickson Allee. New York, Cincinnati, Chicago, Boston, Atlantic City: American Book Company.

An American youth who is steeping himself in French literature and customs while sojourning in Paris, writes that he likes Alphonse Daudet best of all French authors whose works he has yet sampled. This handy collection of eight charming tales by this much-enjoyed author will appeal to teachers because it will appeal to students. Supplied with vocabulary and a sufficiency of notes, and printed in clear type on soft finish paper, this text will afford practice in writing and speaking as well as reading "la belle langue." Exercises for oral and written composition are ample in amount and well devised. On the whole this is a book to enliven the second or third year of French in high school or the corresponding year in college classes.

TEACHING NUTRITION TO BOYS AND GIRLS. By Mary Swartz Rose, professor of nutrition, Teachers College, Columbia University. New York: The Macmillan Company.

Proper nutrition is so essential to health, efficiency and happiness that a knowledge of food values should be imparted to every child. This is particularly true because the eating habits of adults are so firmly fixed as to render it unlikely that any marked or general reform will take place to save them from their own foolishness or lack of information. With children there is the hope of prevention, the hope of giving the right start.

The book on "Teaching Nutrition" is, as its title indicates, a book for teachers. It is written by a member of the faculty of Teachers College, Columbia University, a teacher whose field is the one about which she writes.

It is one thing to know nutrition for one's self—and not a bad thing for teachers on their own account! It is quite another thing to know how to teach nutrition to boys and girls in elementary school. The teaching task has been clearly sensed by Miss Rose, who suggests simple experiments and demonstrations. The book is interestingly illustrated with charts and photographs.

Teachers desiring a subject and a textbook for profitable group study should give consideration to this volume. Calories and vitamins march through its pages along with children, puppies, guinea pigs and white rats.

THE SHIP BOOK. An Elementary Reader in Social Science. By Jean H. Dukelow and Hanson Hart Webster. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Happy transport for juveniles (grades 4, 5 and 6 or higher) is provided in The Ship Book, by Dukelow and Webster. The work is distinctive in purpose and delightful in attainment. It fairly breathes of the sea and the vessels which men have made to carry them and their cargoes upon its pathless runways.

Here is material for a ship activity—an activity which contains vast possibilities of interest and growth for any normal youngster. The book has three main parts. The first deals with ships as we see them today—their kinds and uses and distinguishing signs. The second part dips into the past, and tells of ships that have made history and romance, especially the ones that have figured in the maritime annals of our own America. Part three tells how to make ships of various kinds, and contains many helpful hints of a creative sort.

The Ship Book abounds in fascinating illustrations in black and colors. At the front is a two-page map of "The Lands of the First Sailors," while the end of the volume has likewise its chart for modern seamen. From the striking cover design to the last page this book bespeaks originality of treatment, a project delightfully wrought by those who know not only ships but children.

BIOLOGY FOR BEGINNERS. By Truman J. Moon, The High School, Middletown, New York, and Paul B. Mann, Evander Childs High School, New York City. New York: Henry Holt and Company.

The eternal drama of life—animal, plant and human—should make fascinating material for study, and whether it does or not, depends only upon the manner of presentation. In "Biology for Beginners," by Moon and Mann, two teachers of biology in high schools have combined their experiences and constructive energies to good purpose in producing a well-written, well-arranged, decidedly teachable text, pointedly illustrated.

A helpful feature is the brief list of words, with pronunciation and simple, clear definitions, appearing at the head of each chapter. These definitions are gathered into a glossary for reference at the end of the book.

This book opens a door on oiled hinges to the marvels of the world the microscope has revealed.

ADMINISTRATION OF THE TESTING PROGRAM. By Clifford Woody, Ph.D., and Paul V. Sangren, Ph.D. Yonkers-on-Hudson: World Book Company.

The rapid multiplication of tests for every conceivable capacity and condition of the human personality has left a good many schoolmen bewildered. Just how is one to make judicious use of this new material? Shall one dabble in the application of these modern tools, trying first this and then the other? Or would it be better to have a carefully worked out program, and to follow it through with only such changes as new demands and opportunities suggest?

Obviously a well-arranged program, wisely directed, will yield far better results than random experimentation.

"Administration of the Testing Program" is a comprehensive and discriminating manual for the school executive who desires to make sensible, effective use of tests. The authors are heads of research bureaus in higher educational institutions of Michigan. They have set forth in this book the whole procedure with respect to the management of testing, including the selection of tests to be used, the winning of teacher co-operation, the division of labor in supervising and grading, and the recording, interpreting and application of the measurements obtained.

The book is sane in its conviction that the only real value of testing arises from its ministry to the needs of those tested. This truth has been borne in mind by the authors throughout the work. Great good should follow from the consistent practice of the principles and methods laid down by Woody and Sangren in this illuminating, worthwhile treatise on a lively administrative problem, which has grown out of the desire of educators to recognize and deal with individual differences.

Books Received

"Romance." By Thomas H. Briggs, Max J. Herzberg and Emma M. Bolenius. New York: Houghton Mifflin Company.

"America in the Machine Age." By Louis Weinberg. New York: D. C. Heath and Company.

"My First Writing Book." By J. Wahlert and A. Leutheusser.—"Better Health for Little Americans." By Lawson.—"Adventures in Happy Living." By Taylor.—"Adventures in Animal Land." By Taylor. Chicago, Ill.: Beckley-Cardy Company.

"Stuart Typing." By E. R. Stuart. Boston: D. C. Heath and Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Public Education Cost Now Reduced By 22 Per Cent

WASHINGTON. — How schools are co-operating in reducing costs of public education is disclosed in reports reaching the Federal Office of Education. Estimates based on data supplied for a special 1932-1933 study indicate that the cost of education per child per day in school has been cut fourteen cents since 1929-1930. This means a decrease in per capita cost of twenty-two per cent. in three years.

In 1930 the average cost per child per day in educating a child in the public elementary and high schools was 62.8 cents. In 1933 it is estimated the figure will be 48.7 cents. Federal Office of Education statisticians have reason to believe that when the final data are in, the resultant average may be even less than 48.7 cents.

Comparison of data for other years shows that the decrease in 1933 is carrying per capita costs for public education to a level lower than any year since 1922. The average daily cost of educating a child in 1922 was 51.1. In 1920 it was 38.9 cents per child.

The comparative figures do not disclose the full extent of public education's reduction in costs. The figures do not take into consideration the increased proportion of high school pupils in the public school population. Since high school pupils cost about twice as much to educate as elementary school children, any change in the proportion has a profound effect on the expense of the school's undertaking.

Slang Not Undignified, College Dean Says

LOS ANGELES.—There is nothing undignified in the use of slang, Ralph B. Dennis, dean of the school of speech at Northwestern University, claims. Slang, Dennis believes, keeps human expression alive and growing. There must be expansion in speech just as in industry to keep pace with civilization. Though flamboyant at times, slang has a definite place in modern speech, Dennis declared. "The slang of today is the English of tomorrow," he said. "Slang is colorful. It is graphic. Some slang does not last, but a great proportion remains in our everyday speech."

WHERE EVERY PUPIL "DOES THINGS"

Extra-Curricular Program in Pleasantville Developed With Classroom as Unit

PLEASANTVILLE, N. Y. — A major factor in the development of public school education here over a period of more than twenty years has been the emphasis placed upon diversified, extra-curricular activities. It is believed that a balance has been reached whereby the full value of these is obtained without impinging upon academic work.

Effort in this direction began when the late John E. Morgan became principal of the local high school, and steady progress was made until his death in 1930. His policies have been continued by Requa W. Bell, who succeeded him.

Mr. Bell's extra-curricular program is organized around the classroom as a unit. In athletics, for example, each of fourteen unit rooms in the high school has a basketball team for girls and another for boys. The result is 224 pupils participating in that sport in addition to the teams representing the school in inter-community games.

The high school students themselves select the extra-curricular activities to which they are attracted, and follow these through with membership and participation of faculty-guided clubs devoted to astronomy, mathematics and other science; journalism, politics, history, the arts, handicraft, gardening and other subjects. These clubs meet in the morning before the academic school day begins. Their activities are continued after regular school hours and on holidays and Saturdays.

Club activities are integrated in many ways. An instance of this in actual operation occurred last Christmas week. The Wig and Mask Club decided to hold a Christmas party for all children of Pleasantville and vicinity. Students wrote the production, designed and prepared scenery, provided stage properties and costumes, and the entire student body sold tickets.

Extra-curricular activities have not been confined to the high school. Elementary pupils from the fifth grade up are introduced to the method, which prepares them for the circumstances of high school attendance.

Two years ago a movement for student government took root mong the students of the high school, and soon came to fruition. The apex of student government system in the school now is a student court, which receives written charges and hands down decisions with recommendations to the principal for penalties. The court sits every Monday.

Michigan Wrestles With Shifting of School Population

DETROIT, Mich.—Has the district school, after more than a century of trial in Michigan, justified its existence, or must the one-room schoolhouse, in which fancy delighted to picture the future leaders of the country forming their simple, sturdy backgrounds, disappear before modern conditions?

Two recent reports on the subject contain some rather startling findings and radical suggestions. "Information regarding Michigan Schools and Their Costs," issued by the superintendent of public instruction, Webster H. Pearce, and the "Preliminary Report of the State Commission of Inquiry into County, Township and School District Government," giving the results of a survey directed by Lent D. Upson, of the Detroit Bureau of Governmental Research, have become available, and seem to show that the system under which the schools of Michigan function is becoming antiquated.

Two phases of the problem present themselves, both arising from the remarkable shifting of population during the past twenty years, which has left some parts of the state virtual wilderness, and made other sections congested urban districts.

A complete reorganization of the school system, with a shifting of the emphasis away from districts, is believed by many to be the inevitable next step.

BARTER IN SOUTH

Cows and Cotton Swapped for Education

ATLANTA, Ga. — Southern boys and girls are swapping cows and cotton for college education in these days when Dixie's dirt still pays its regular semi-annual dividends in victuals.

A lot of schools—even universities—will trade some learning for 'lasses, books for bulls. Hard times and mortgages don't mean anything to Louisiana cane fields, Mississippi cotton lands, Alabama pea patches and Georgia peach trees. For years many Southern colleges have accepted farm produce for students' expenses, and now it's quite the thing to swap a few sweet potatoes and maybe some spinach for an education.

It is not unusual at some schools to see a farmer and his son drive up in a truck or mule wagon loaded with molasses, corn meal and cabbages. Maybe there's a yearling aboard. The boy is fresh from the cotton furrows. His hair has been trimmed by his mother. His jeans are cut-downs from his father's best suit. The father will have to wear overalls, but his boy will have a chance to "git some l'arnin'." Some fathers are like that.

The school will accept the produce as tuition for the student. Next month the father will fetch some fresh water-ground meal for the school, and the mother will send a pound of her best butter, or a jar of fig preserves for the teacher who has been good to her boy.

Education Report On China Assailed

NEW YORK.—The findings of the recently published report of the League of Nations' mission of educational experts to China on the reorganization of education in China, which criticized the predominance and effects of American educational methods, are challenged in a critique issued by Dr. Stephen Duggan, director of the Institute of International Education. Dr. Duggan says in part: "If China is to survive in the twentieth century she must of necessity modify her institutions and her traditions in such manner as will enable her to meet the demands which a fluid and dynamic civilization, founded upon scientific concepts and technical equipment, places upon all nations today. The famines, floods, droughts and plagues which afflict China, the control of which is of primary significance if she is to enhance the material and spiritual welfare of her people, demand improvements in transportation, communication, sanitation and industry. A knowledge of these cannot be obtained by a study either of Chinese traditionalism or of European feudalism of previous centuries. It is primarily because American civilization is founded upon these achievements to a greater extent than any other that the writer believes that the cultural conditions of the United States are quite as suitable as European conditions for adaptation to Chinese requirements." Dr. Duggan makes it clear that the critique is aimed primarily at a few positions which seem to him untenable, but that "the great majority of the report's recommendations can receive the hearty approval of educators throughout the world."

Rutgers to Let Jobless Attend Classes Free

NEW BRUNSWICK, N. J.—Luther H. Martin, registrar of Rutgers University, has announced that unemployed men over thirty will be admitted without charge to the university's regular undergraduate classes beginning January 30. Applicants must show evidence of unemployment and inability to pay the regular fees and buy their own books. Each applicant will be required to interview the dean of the college or school in which he seeks to study, in order to determine whether he has sufficient education or experience. Credit for completed work will be given upon later payment of tuition. The schools and colleges which will admit unemployed men include the college of arts and sciences, college of agriculture, the schools of education, engineering and chemistry and the department of ceramics.

South Carolina Pupils Are Feeding Schoolmates

DARLINGTON, S. C. — An unusual story of charity has come to light here. It had its beginning just before the Christmas holidays, when the secretary of the county Red Cross unit spoke at the Rosenwald School for Negroes, at Society Hill, near here, and advised the students what they could do to aid less fortunate classmates.

Now those children who are financially able are bringing daily lunches to their undernourished classmates, and twenty-five pupils are thus receiving a midday meal that they otherwise would not have. The food is prepared by the school's domestic science department. The domestic science classes also are making garments out of Red Cross cloth, and distributing them to needy pupils.

SUPERSTITIONS SWAY STUDENTS AT EXAMS

BOSTON.—Some students tote a rabbit's foot, and others carry horseshoes or dolls around with them. The students who do it are superstitious, and think that the exams which are thrust upon them may turn out better if a sleek bit of fur lies in their pockets.

At Boston University's college of business administration black again has become the predominating shade, and youths wearing black neckties enter examination chambers quietly. One junior girl student carries a toy Scotch terrier to every examination. She calls her pet Ikky, and firmly believes that the mascot has helped her to continued success in final examinations over the last three years.

Another strange visitor in examination rooms is Oscar, pet snake belonging to Robert B. Spilman, of Newton. Kenneth Bert, of Yonkers, N. Y., has an aversion to a razor during the examination periods, and consequently cultivates a considerable beard.

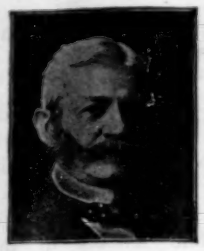
Two girl students at the College of Practical Arts and Letters carry from exam to exam the most old-fashioned tokens—horseshoes. To them the horseshoe is the only "logical" good-luck emblem.

Hanover College Takes Land for Tuition Fees

MADISON, Wis. — Hanover College here will accept land suitable for reforestation at the rate of $10 an acre in payment of tuition fees, President Albert S. Parker, Jr., has announced. The college will hold the land for future development and revenue from timber, he said. Dr. Parker said there was much marginal land in the Southern Indiana hills which should be turned into forests, and he expected many young men and women to take advantage of the college's offering. Hanover is a co-educational institution founded in 1827 and supported by the Presbyterian Church. It has an enrollment of 335.

Maynard School Salaries Reduced

MAYNARD, Mass.—The Maynard school committee has voted to reduce the salaries of the entire employee personnel of the public schools ten per cent. Superintendent of Schools James P. King said a petition of the school teachers that they be allowed to continue a voluntary contribution of ten per cent. of their salaries for the coming year was not acted on by the school committee. This cut in salaries will make possible a reduction of $23,000 in the school budget, making a total of $91,000, as against a budget of $114,000 last year.



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New England Colleges Helping Communities

WASHINGTON. — New England colleges, the Federal Office of Education reported, are helping their students and communities tide over a period of economic stress. A nation-wide inquiry showed that colleges and universities are arranging special courses for the unemployed, are lowering tuition, making more scholarships available, and contributing directly to relief work. Tufts, Holy Cross, and Rhode Island College of Education were among those offering instruction of some kind for men and women without jobs. The State Teachers' College at Bridgewater, Mass., was in the group which decreased student fees or broadened scholarship offerings. Aiding in the movement to obtain work for unemployed persons, Massachusetts Institute of Technology has been providing jobs at $15 a week to graduates. The Massachusetts College of Osteopathy is listed as giving aid to the destitute ill.

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U. S. CHILDREN SEND TOKENS TO CHINESE

NEW YORK. — Dr. Sidney L. Gulick, executive secretary of the Committee on World Friendship Among Children, recently announced the fourth campaign to promote international good will between the children of America and China. During this campaign the committee hopes that more than 100,000 friendship symbols, folios containing bilingual good-will messages, lithographs of George Washington, Abraham Lincoln and the Bridal Veil Falls in Yosemite Valley, as well as a small American flag, will be distributed to the young citizens of China.

This year the committee has designated May 18 as "World Good-Will Day," following a custom that has long been established in England and Wales. With the co-operation of their school teachers and leaders American children have been asked to prepare good-will messages, which will be broadcast in all languages to all lands. The messages will later be bound and sent to the League of Nations.

In the three former friendship campaigns dolls were sent to Japan, schoolbags to Mexico, and treasure chests to the Philippines.

Education in Peril Payson Smith Declares

BOSTON.—With a clear warning of the danger of the present time, when school activities are being curtailed, and when threats that education may even be discussed as something that could be abandoned, Dr. Payson Smith, the Massachusetts commissioner of education, went on the air recently on a nation-wide network to urge the need of guarding the nation's chief assets—its children as its next citizens. He pointed out that there is in the Constitution of every state in the country a pledge for the support of universal education, because the founders knew that education is an assurance of civic welfare and economic prosperity.

Presses Federal Aid for Schools

WASHINGTON. — Arguments for authorizing the Reconstruction Finance Corporation to lend money to states to support public school systems have been advanced by Senator George, who is asking early action on his bill to this effect. Warning that continuance of present conditions would result in "the collapse of the public school system," he said: "The official figures of the Office of Education show that in a number of states all or nearly all of the rural schools of some counties either have closed already or will close within the new year."

Course in Marriage Offered at Butler

INDIANAPOLIS, Ind.—To prepare for matrimony, or to solve family problems of the already wedded, Butler University has announced it will offer a course in marriage. The instructor will be Charles R. Metzger, thirty-nine, twice-married attorney, with experience in divorce cases. The two-cheaper-than-one theory doesn't apply here, although married couples may register for $7.50, while single students pay $5 per semester. Dr. Albert E. Bailey, dean of the university extension division, pointed to the Marion County (Indianapolis) divorce rate for 1920 of 40.55 divorces for each 100 weddings, as compared with the 16.6 rate for the entire nation. "We have become convinced that some special degree of education now is needed for happiness in marriage," he said. The new course will include weekly evening lectures on the physical, psychological, economic, social and religious aspects of wedded life.

Massachusetts Schools Use Fourth of Taxes

AMHERST, Mass.—A study of the tax situation in Massachusetts by Dr. David Rozman, of Massachusetts State College, revealed that more of the 1931 tax dollar was spend on education than on any other individual purpose. The chief source of tax income, or more than fifty per cent., was real estate. In the distribution Dr. Rozman found that of every dollar in taxes paid during the year, 90.9 cents were spent for local purposes; 5.8 cents went to county governments, and the remaining 3.3 cents were spent for state-wide purposes by the state government. Considering expenditures of all Massachusetts governmental units the tax dollar was spent as follows: Education, 27.1 cents; interest and debt payments, 16.1; highway, 12.1; fire and police protection, 10.8; public welfare, 8.5; health and sanitation, 6.2; public service enterprises, 4.5; care of mental disease patients, 3.3; general government, 3.1; courts, 1.7; correction, 1.4, and miscellaneous, 5.2.

Twelve Centuries Mark High School

EMMERICH, Germany. — The high school in this quaint Rhine river town is in its 1200th year.

From its inauguration in 733 until 1788 it was a religious school. Then it was taken over by the Knights of Malta, until closed in 1811 by Napoleon. The government opened it as a public school in 1832.

SMALLEST SCHOOL

Three Pupiis and Teacher the Personnel

KNOX, N. Y.—A faded portrait of Abraham Lincoln hangs over the door of the red schoolhouse on the hill where little Miss Catherine Ostrander teaches what she believes to be one of the smallest public schools in the world.

When all the class is present there are just three pupils in the District 4 school, whose mistress is hardly more than a school girl herself. On cold winter days the attendance drops to two, or even one, for mountain winds sweep huge snow drifts across the roads to the little frame building.

Even Miss Ostrander, in her small car, often has to wait for snow plows to clear the road. Every morning she drives from Schoharie, twelve miles away.

And every morning Eddie Shafer, fourteen, who lives nearby, comes early with his books slung over his shoulder, to start the wood fire in the big stove in the centre of the room. At 9 o'clock come Mary Tice and Velma, both nine. They are the other pupils.

Abraham Lincoln looks down from the wall, and the American flag flaps outside the door as the lessons begin.

"The class is so small, and I am able to give so much attention to each pupil," Miss Ostrander explains, "that Mary Ellen can take both third and fourth-grade work, and Velma, fifth. Eddie is in the eighth grade, and already has passed one regents test."

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Teacher Supply Rises As Pupil Enrollment Falls

SAN FRANCISCO, Cal.—Because the problem of placement for recently graduated and certificated teachers has grown increasingly acute, need for a co-ordinated program such as recommended in the survey made by the Carnegie Foundation is urgent, says Dr. G. A. Rice, associate professor of education and director of practice teaching at the University of California, in a bulletin from that institution. "Since 1925," says Dr. Rice, "there has been a surplus of high school teachers in the state. Each year, while the number trained has increased, opportunities for employment have decreased. By 1927 the surplus of teachers had risen to more than 3,000 in the secondary field alone. Last year that figure had more than doubled. To make matters worse, the number of pupils in public schools has started to decline. Estimates indicate there will be fewer pupils in the first grade in 1936, over the entire country, than there were in 1918, a decrease of 25 per cent. The decline, first making itself felt in the elementary field, is now affecting the secondary field." The survey to which Dr. Rice refers was made by the Carnegie Foundation last year. It recommended unified control, regulation of supply and demand, simpler certificates, certification by teaching fields and elimination of teacher-training institutions least qualified to train teachers.

Extend Hygiene Instruction in Schools

COLUMBUS, O.—There is a growing interest in the introduction of systematic instruction in hygiene for all students in secondary schools. The State Departments of Education in Ohio and in Pennsylvania have issued courses of study for all high school grades. In Alabama the standard course for senior high schools now includes one hour of health education per week in each year. In New York city the new health-education program calls for the teaching of hygiene in high schools for four terms, one period a week or its equivalent. Syllabi on personal hygiene and home hygiene have been published recently.

Brazil Checks Fascist Textbooks in Schools

SAO PAULO, Brazil.—Sao Paulo state educational authorities recently closed several Polish, Syrian and Italian schools for giving instruction solely in foreign languages. Brazilian law requires that the primary language in schools must be Portuguese. Italian institutions, the authorities charged, had been using semi-official textbooks from Italy, which included much fascist propaganda.

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Grins Between Grinds

Traffic Paradox

"Father, freight is goods that are sent by water or land, isn't it?"

"That's right, son."

"Well, then, why is it that the freight that goes by ship is called a cargo, and when it goes by car it is called a shipment?"

• •

Behaviorism

One day a burglar was arrested in the home of a Washington matron, and the next evening at dinner she told Supreme Court Justice Holmes all about it.

"I went right down to the jail and talked to that burglar," she said earnestly. "I told him how evil his way of life was. I told him how much happier he would be if he reformed. I talked to him for two hours."

"Poor man," murmured Holmes. "Poor man!"

• •

Stranded

"George, dear, do you remember we spent New Year's Day in Florida on the sands? Where will we spend this one?"

"In Chicago, on the rocks."

• •

Few to the Ear

"The farmers in their hard luck keep cheerful," said Arthur M. Hyde, secretary of agriculture.

"A stranger from the city," he went on, "was in the general store in a Western town, when a farmer with white whiskers was telling of a crop failure many years ago.

"'Yep, stranger, our corn crop sure did fail us then. Why, one hot day we had corn for dinner, and pap ate sixteen acres of it.'"

• •

A Moving Appeal

A missionary had delivered a lecture relating his experiences in various parts of the world. He concluded with an earnest appeal for funds to keep up the good work, and added that even the children would be welcome to give their mite.

When the meeting was over, he was pleased to see a boy pressing forward to meet him. He held out his hand to the boy, and said: "I'm glad to see you, my little man. I always take a great interest in children. I suppose you would like to contribute to the cause."

"Well," replied the little boy, "what I wanted to ask was whether you have any foreign stamps to give away?"